DOCUMENT RESUME

ED 088 248 EC 061 305

TITLE	Second Continuation Proposal for Strategies in Early Childhood Education.
INSTITUTION	Cooperative Educational Service Agency 13, Waupun, Wis.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Education, Madison.
PUB DATE	72
NOTE	98p.
EDRS PRICE	MF-$0.75 HC-$4.20
DESCRIPTORS	Diagnostic Teaching; *Early Childhood Education; *Exceptional Child Education; Identification; *Intervention; *Learning Disabilities; *Program Proposals; Screening Tests
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

Presented is the continuation proposal for Title III funding of a program which serves approximately 2,000 kindergarten and first grade children by early identification of learning needs and diagnostic-prescriptive intervention. Program components are given to include comprehensive screening to identify individual needs in the areas of motor development, auditory perception, visual perception, and language development; prescriptive teaching; and inservice training sessions for staff. Provided are statistical data in the areas of general information, the budget summary, project participation, personnel, and persons served by program components. Discussed in the narrative section are project development, the program model, the screening procedure, individualized instruction, and evaluation findings including increased use by teachers of diagnostic-prescriptive techniques and improved performance by students on the Metropolitan Readiness Test. Given in chart form are six program goals with related performance and process objectives. Also provided is a list of program participant functions, calendar of events, and a summary of staffing plans. Appended are a class analysis chart, the screening device, and a listing of suggested parent-child activities. (DB)

ED 088248

TITLE III, P. L. 89-10

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SECOND

CONTINUATION PROPOSAL

FOR

STRATEGIES IN EARLY CHILDHOOD EDUCATION

SUBMITTED BY
COOPERATIVE EDUCATIONAL SERVICE
AGENCY 13

EC 06 1305

TITLE III, P. L. 89-10

CONTINUATION PROPOSAL

FOR

STRATEGIES IN EARLY CHILDHOOD EDUCATION

SUBMITTED BY

COOPERATIVE EDUCATIONAL SERVICE AGENCY

NO. 13

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
CENTER FOR RESEARCH AND PROGRAM DEVELOPMENT
126 Langdon Street
Madison, Wisconsin 53702

PROJECT DATA FORM
TITLE III, E.S.E.A.

FOR STATE DEPARTMENT USE ONLY	CO.	DIST.	SCH.	PROJ. NO.	EXP. CODE	AMOUNT APPROVED

SECTION A -- GENERAL INFORMATION

1. Project Title

STRATEGIES IN EARLY CHILDHOOD EDUCATION

2. Brief Summary of Purpose of Project

The development of methods and procedures to assist teachers in coping with the individual needs of the very young school child.

3. Type of Submission (check one)

- [ ] Initial Application - Planning
- [ ] Initial Application - Operational
- [X] Continuation Grant
- [ ] End of Budget Period Report
- [ ] End of Project Period Report

4. Type of Project (Initial application or resubmission only)

- [ ] Planning
- OR
- [X] Operational (check one below)
  - [X] Innovative
  - [ ] Exemplary
  - [ ] Adaptive

5. Applicant Agency	Address	
Cooperative Educational Service Agency No. 13	908 West Main Street Waupun, Wisconsin 53963	
6. Name of Project Director	Address	Telephone No. 324-4461 Area Code 414
Robert Schramm	908 West Main Street Waupun, Wisconsin 53963	
7. Superintendent or CESA Coordinator (Please type)	Address	Telephone No. 324-4461 Area Code 414
Dwayne J. Schmaltz	908 West Main Street Waupun, Wisconsin 53963	

8. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and the local education agency named above has authorized me, as its representative, to file this application.

D. J. Schmaltz

Signature of Person Authorized to Receive Grant

October 25, 1972

Date Submitted

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SECTION A -- Continued

9. List the Number of Each Congressional District Served	10a. Total Number of LEA's Served	17	Average Per Pupil Expenditure of Local Education Agencies Served
2 and 6	10b. Total Estimated Population in Geographic Area Served	175,000	11a. Preceding Year June 30, 1971 $ 787.90 11b. Second Preceding Year June 30, 19__ $ 738.24

SECTION B -- TITLE III BUDGET SUMMARY FOR PROJECT

		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		Dec. 15, 1970	Dec. 15, 1971	$ 78,398.00
B.	Application for First Continuation Grant		Dec. 16, 1971	Dec. 15, 1972	$ 69,951.00
C.	Application for Second Continuation Grant		Dec. 16, 1972	Dec. 15, 1973	$ 53,925.00
D.	Total Title III Funds				$ 202,274.00
E.	End of Budget Period Report				

SECTION C -- SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.

			PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1	2	3	4-6	7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A.	School Enrollment in Geographic Area Served	(1) Public		2,937	2391	2425	2489	7481	17703			35,426	
		(2) Non-Public		112	860	884	849	3625	3464			9,794	
B.	Persons Served by Project	(1) Public		1,120	150					813		2,083	49
		(2) Non-Public											
		(3) Not Enrolled											
C.	Additional Persons Needing Service	(1) Public											
		(2) Non-Public											
		(3) Not Enrolled											

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)

WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
2,045	2	4	32	2,083

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	25	25			50

4. Estimate the percent of children served from families whose income is

A. $2,000.00 or less 12 % B. Over $2,000.00 88 %

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SECTION D -- PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	Full-Time	Part-Time	Full-Time Equivalent	Full-Time	Part-Time	Full-Time Equivalent
	1	2	3	4	5	6
A. Administration/ Supervision	1		1.0			
B. Paraprofessionals						
(1) Pre-Kindergarten						
(2) Kindergarten	2	4	4.0			
(3) Grades 1-6						
(4) Grades 7-12						
(5) Other						
C. Subject Matter Specialists (artist, scientist, musician, etc.)		1	.30			
D. Technicians (audio-visual computer specialists)						
E. Pupil Personnel Workers (counselors, social workers, psychologists)		1	.10			
F. Medical and Psychiatric Personnel						
G. Researchers and Evaluators		1	.10			
H. Planners and Developers						
I. Disseminators (writers, public relations personnel, editors)						

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ECTION E -- PERSONS SERVED BY APPROVED INITIAL OR CONTINUATION PROPOSALS, ESTIMATED COST, AND TOTAL NUMBER OF PERSONS SERVED (PUPILS MAY BE COUNTED MORE THAN ONCE)

MAJOR PROGRAM OR SERVICES	Grades							Adult	Other	Number of Non-Public Pupils	Estimated Cost (Amount may overlap)
	Pre-K	K	1	2	3	4-6	7-12				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
. School Administration, Development, Evaluation, and Research Survey		1120	150								10,000
. Teacher In-service Training								32			1,000
. Major Subject Emphasis											
Arts (music, theater, etc)											
Foreign Language											
Mathematics											
Science											
Social Stds/Humanities											
Vocational/Inds Arts											
Other (specify) Early Childhood		1120	150								26,000
. Instructional Media/Tech											
Library Fac/Media Cen											
Computers											
Education TV/Radio											
Other (specify)_____											
. Instructional Methodology											
Specify Individualized Instruction		1120	150					32			15,000
. Special Education, Remediation, and Pupil Personnel Programs											
Handicapped											
Remedial Reading											
Medical/Dental/Health											
Social/Psychological											
Educational Guidance											
. Programs											
Follow through of Pre-K Program											
Dropout											
Equal Educ Opportunity											
Pre-Kindergarten											1,000

II. NARRATIVE SECTION

Restatement of the Abstract

Early identification of learning needs in the area of motor development, auditory perception, visual perception and language development and a proper diagnosis and prescription for these areas were identified as a major focus in early childhood education as determined by the Planning Grant in Cooperative Educational Service Agency No. 13. How the school can meet the needs of the individual for maximum intellectual growth, academic achievement, and school adjustment is now being developed and evaluated in the Operational Grant.

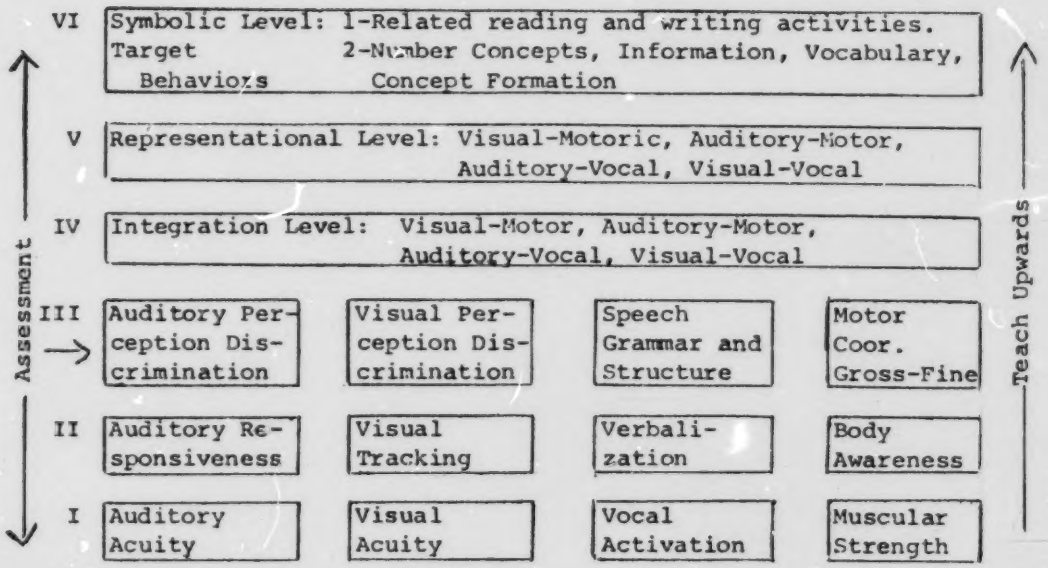
By involving all students entering kindergarten in a comprehensive screening program, individual needs of students are identified. Prescriptions determined by the identified needs are developed as a means of individualizing instruction. Extensive inservice training sessions will be needed for a team approach to effective diagnostic-prescriptive instruction.

The unique needs of the individual will be the primary concern of the school. Through identification of needs, prescriptive teaching, and differentiated staffing, relevant instruction will enable the student to attain greater academic success, and improved social and emotional adjustment.

Review of Project Development

The model developed is similar in many respects to the one proposed by Beery (1968) with some minor variations. It provides a broad basis for the sequentialization of developmental skills so that a child placed within the program is always working toward terminal objectives.

PROGRAM MODEL



There are four basic learning processes (modalities) which need assessment, the auditory and visual processes that provide input of information, and the motoric and vocal modalities which are expressive processes. The levels noted in the model begin at Level I, which is strictly a sensory proficiency level and move sequentially to Level VI, which are hierarchical objectives of the program. Level II is an awareness-responsiveness of sensory stimuli level. Level III involves perception of incoming stimuli, organized internally so that it has meaning; and the

coordination of processes at the expressive level.

Level IV is somewhat unique because it focuses on the integration of processes. Often the main area of difficulty is of an integrative nature, Beery (1967). Few programs appear to take this fact into account when designing a scope and sequence for children. Level V, Representational Level, deals with conceptualization, memorization, and sequency of stimuli. Level VI, Symbolic Level, deals with related reading and number concept activities.

The basic tenets of the program are that: 1) A child must have basic processes developed to a certain level before objectives such as reading, etc., can be taught effectively and meaningfully. Failure to take into account developmental issues results in failure and/or nonmeaningful rote learning; 2) There must be an assessment of where the child is developmentally in terms of learning functions and stages; 3) Once assessment has been made, the educational program should provide growth in each of the areas so that the child advances, at his own rate, to the uppermost level.

SCREENING PROCEDURE

The screening instrument begins assessment with children entering kindergarten. With some revisions it could easily provide screening at the three or four year old level, or even for a six year old entering first grade. Because of the age of the child and due to time considerations, the screening instrument begins with an assessment of all entering children at Level III, Perceptional Coordination. Assessment then proceeds upwards

or downwards (or terminates) from Level III depending upon the child's success (or lack of it). Therefore, after Level III he will either move downward until he meets success and/or upward until he meets difficulty. The results are then profiled and given to the classroom teachers who begin instruction at the appropriate level. The screening, which is only a 20 to 25 minute assessment, is not designed to be diagnostic nor categorical in nature. There are other more complete resources available for those functions, if they become necessary. It (the screening) only provides a starting point for the teacher. If the screening provides an underassessment or overassessment (unlikely) the teacher can easily adjust accordingly because the educational sequence is stated according to behavioral objectives.

INDIVIDUALIZED INSTRUCTION

Prior to the instructional phase of the program each teacher must have transferred screening information to an individual profile. This can be performed by an aide or clerical assistant.

Instruction begins informally with heavy emphasis on working independently, solving one's own problems, using equipment found in the room and creating an environment for selectivity and freedom. As children begin to master work independently, learning centers are set up. Children are directed by the teacher to a learning center, to an aide for assistance or assigned to the teacher for an instructional period. The activities found in the learning centers or the small group activities are selected as prescriptions from the Prescription Guide by the teacher

and are matched to each child's diagnosis. As activities within the centers are completed, children are allowed to select activities in other centers according to their interest.

Each objective in the program is behaviorally written to allow the teacher to post-test at anytime by observing child performance on an assigned activity. Should the child not be able to perform the activity (checking first to see why the behavioral objective was not met), additional prescriptions are assigned. In the even the child successfully performs the objective he continues with the post-test of objectives until he is unable to perform the next task. Instruction then begins with the assignment of new appropriate prescriptions. This procedure is repeated with each child as he moves from level to level.

Evaluation, Findings and Modifications

Evaluation as defined in the Wisconsin Guidelines--Title III, E.S.E.A., is a systematic process of gathering the necessary data and information upon which decisions can be made relative to the efficiency and the effectiveness of the program operation.

The model used for the project evaluation is the EPIC Model (Evaluative Programs for Innovative Curriculum). Each goal of the Operation Proposal is listed, followed by the behavioral objective, performance objectives, the process objectives, and results based on monitoring of the latter.

1. Goal - To provide a comprehensive screening procedure that will identify the specific needs of pre-kindergarten children who later encounter difficulties adjusting to the school situation.

A. Evaluation and Findings

Performance Objectives	Process Objectives
At least 95% of all pupils entering kindergarten will be screened for program participation as recorded on the enrollment forms.	Upon completion of the screening program the team leader will submit a list of participants to the proper school authority. By the second week of the school year each district will reschedule for screening the children who were not screened.
Parents will become involved in the Early Childhood Project by making up at least 50% of the screening team as observed by the project director.	Prior to the screening the local coordinator will submit to the project director a list of people assigned to screening responsibilities, identifying parent participants.
By the 1st of March, 1972, the project director will present for adoption, by all project school districts, a model designed to implement the screening program.	By the 21st of January, 1972, a consultant will review and arrange the screening on the basis of sequential hierarchy activities and present these to the project director. By the 15th of February, 1972, a rough draft of the model will be presented to the steering committee by the project director.

Findings

The first class analysis report (Appendix A) submitted by

the classroom teachers indicates that 97% of all project kindergarten children were screened prior to entering school. The remaining children were screened by the aides after school began.

The screening team was composed of teachers, teacher aides, parent volunteers and college students. The majority of the summer screening was done by parent volunteers. In one instance volunteers were responsible for the whole screening program.

Parent-orientation of program procedures was conducted by teachers and administrators during the time the children were screened. Elementary students were used during the summer as guides to assist the pre-kindergarteners to the respective screening stations. As an experiment, two districts conducted the screening during the first week of school. The bulk of the screening in this instance was done by the classroom teacher in order that greater insight into each child's learning pattern be observed.

Table 1 is a breakdown of the personnel assisting with the screening. Note that Dodgeland and Ripon screened after school began, therefore fewer volunteers were needed.

Table 1

Breakdown of Screening Workers

	Students		Tchr.	Par.	Tchrs.	Admin.	PPS/
	Elem.	Col.	Aide	Vol.			Health
* Beaver Dam	12	5		14	1	1	3
Dodgeland			2		2	1	
* Fond du Lac	10		3	3	3	3	2
Ripon			2	6	3	1	1
* Watertown	12		1	41	5	4	2
TOTALS	34	5	8	64	14	10	8

(Based on district reports)

* Parent involvement of summer screening

A model for screening (Appendix B) has been completed. This model will assist districts to continue screening procedures once project funds are ended.

B. Success and Failures

The screening program has been widely received by both teachers and parents. A video tape of a child proceeding through the screening program became an important tool in helping parents understand the screening procedures. The range of students identified by the screening has been instrumental in getting teachers to individualize instruction. Screening time has been reduced through screening revisions. Pre-kindergarten screening is viewed as being imperative for project implementation. Revised correcting procedures have provided for immediate placement in the program.

C. Modifications

No major modifications are being planned at this time. However, screening items will be reviewed to determine their appropriateness to specific objectives.

2. Goal - Assist educators in developing an effective diagnostic and prescriptive approach to instruction which will enable them to better meet the unique needs of the child.

A. Evaluation and Findings

Performance Objectives	Process Objectives
The staff will demonstrate their understanding of the diagnostic-prescriptive approach by diagnosing and listing a prescription in	Each month five project teachers will be randomly selected to review five predetermined student's matrixes and assign to him the appropriate prescription.

behavioral terms in 3 of 4 situations prepared by the learning director.

As a result of reviewing each teacher's prescriptions, the project director will compile a report reflecting the selection of prescriptions and report to the project committee at their monthly meeting.

Each teacher involved in the project will implement a diagnostic and prescriptive approach to meet the needs of individual children as seen by examination of the daily lesson plans and/or cumulative folder and individual profiles.

Each month five project teachers will be randomly selected to submit five samples of pupil matrixes reflecting progress toward a prescribed goal.

By December 16, 1971, all project kindergarten teachers will demonstrate their understanding of project procedures, on the basis of review of their first of four quarterly reports, class analysis and pupil matrix, to the Advisory Committee for analysis.

At the end of each quarter all project teachers will review each student's profile listed on the class analysis sheet and forward it to the project director.

As a result of reviewing a random sample of the class profiles on the analysis sheet, the project director will compile a report reflecting new prescriptions.

At the end of each week the teacher aides will compile a list of prescriptions completed and not completed for each student and submit the list to the teacher.

By March, 1972, individualisation via the prescriptive approach will be observable as defined as follows in at least 90% of the classrooms:

Each day the teacher will schedule, for not less than 20 minutes, a variety of student activities adaptable to individual and small group

1) Children are meeting their performance objectives individually.
2) Teacher and aide are freely moving from one child to another observing, talking, assisting them, etc.
3) Learning centers in at least two areas (motoric, visual, auditory, language) are operative.
4) A variety of learning material and equipment are being used by the students.

utilization and assign to him an appropriate activity.

The teacher and aide will move about observing and assisting students during the period of directed activities and record the student's progress towards the stated prescription.

By the 15th of January, 1972, the project director will develop a slide presentation of a model classroom and present it to project teachers.

By the 1st of February, 1972, each project teacher will have reviewed a model of a learning center and selected activities appropriate to one of the four areas.

By the 21st of February, 1972, the project director will present video tape recordings of volunteer classrooms to match with the previous model.

Findings

The model selected to bring together each aspect of the project; screening, individual profiles and prescriptive approach can best be seen in diagram found in Appendix *D*. Once this model was developed monitoring of the activities was completed at a variety of time and program intervals.

Table 2 reflects a periodic sampling of project teachers asked to report on five predetermined pupil matrixes. Nine teachers appropriately matched prescriptions with the diagnosis for every student they reported on. Five teachers appropriately matched prescriptions with diagnosis for all but one of their

students. One teacher missed the goal of the exercise in each instance.

Table 2

Instruction Related to Diagnosis

Tchr.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
No. Stu.	5	3	5	5	5	5	5	5	5	3	4	5	5	5	5
Approp. Presc.	5	3	5	5	5	5	4	4	5	0	3	5	5	4	4

Five students were identified by the project director on three separate occasions requesting the teacher to select appropriate prescriptions as seen in Table 3. In each report at least 75% of the prescriptions were appropriate.

Table 3

Percent of Teachers Using Appropriate Prescriptions

	1	2	3
% Appropriate Prescriptions	94%	75%	88%

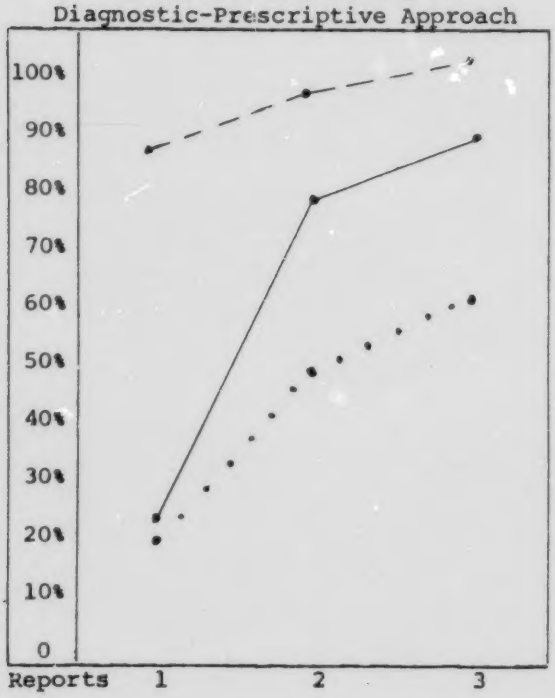
Class analysis reports were also submitted by the project teachers three times during the school year to indicate their understanding of a diagnostic-prescriptive approach. The graph below demonstrates the teachers growth toward their understanding.

As project efforts continued teachers moved in the direction of project objectives more and more. Table 4, which again reflects a periodic sampling, shows teachers utilizing the Prescription Guide more frequently; teachers increased assignment

of prescriptions according to needs; teachers more frequently used areas of strengths through which needs were met and finally teachers less frequently used the middle of the line approach

Table 4

Teacher Understanding of
Diagnostic-Prescriptive Approach



Key: ——— Utilized Prescription Guide
— — — Prescribed Using Weaknesses
. . . .Prescribed Using Strengths

Dramatic changes in teacher behavior occurred between the fall of 1971 and spring of 1972 as indicated in Tables 5 and 6.

Table 5

Individualized Instruction
via Prescriptive Approach

	%	%	%	%	%	%	%	%	%	%
Spring 1972	100	100	96	96	100	100	96	85	96	96
Fall 1971	0	100	65	37	20	100	12	0	50	0
	a	b	c	d	e	f	g	h	i	j
	Diagnosis			Ind. Presc.			Classroom			

Key: a) Utilizing background information.
b) Utilizing screening profile.
c) Instructional aides.
d) Prescription Guide.
e) Manipulative devices.
f) Small group instruction.
g) Tutor or individual instruction.
h) Directions--small steps.
i) Aides assigned to small groups.
j) Learning centers.

Table 6

Classroom Observation of Movement
Toward Individualized Instruction

	%	%	%	%
March 1972	72	75	82	75
November 1971	16	60	25	
	a	b	c	d

Key: a) Children meeting performance objectives.
b) Teacher and aide freely moving.
c) Learning centers active.
d) Variety of materials.

B. Success and Failures

Based on the findings it must be concluded that project teachers understand the project model and have made great strides towards diagnostic-prescriptive instruction. Significant

products have as a result been developed and implemented.

These are: an individual record keeping system;
a chart of hierarchically sequenced objectives;
a revised Prescription Guide;
a slide presentation describing the project;
and a video tape of classroom activities.

C. Modifications

Now that the project procedures have been utilized and teachers feel comfortable in the project, slight changes in inservice will be made. Instead of focusing on the program model, a more sophisticated review of learning centers and self-directed material will be stressed. More use of video taping of project classrooms will be urged in order that teachers will self-evaluate their own progress.

3. Goal - To assist teachers in a continuing program of motoric, auditory, visual and language development beginning at kindergarten through second grade.

A. Evaluation and Findings

Performance Objectives	Process Objectives
The continuation of the project by first grade teachers will be demonstrated by forming a planning committee of at least one first grade teacher from each participating school district who will actively participate in a year of planning during the 1971-72 school year.	By the 20th of January, 1972, the first grade teachers of project schools will attend a meeting concerning project goals and objectives, and form a committee to implement the same. The first grade committee will, by the first of April, 1972, present a plan for project continuation to all project schools to implement the project at the first grade level.

Findings

The first grade committee composed of one representative from each district met to review project activities. A pre-test of first grade students in a small number of classrooms was conducted in September, 1972.

The plan for involving first grade students has been reviewed and is ready for implementation.

PLAN TO IMPLEMENT THE PROJECT
AT THE FIRST GRADE LEVEL

Date	
Spring 1972	Select planning committee
August 1972	Involve first grade teachers in the fall inservice
September 1972	Select volunteers for pilot program
September 1972	Pre-test pilot classes
October 1972 - January 1973	Program development - Develop hierarchical objectives
February 1973 - April 1973	Develop prescriptions
August 1973	Implement project at first grade level

B. Success and Failures

The time and staff needed to involve all first grade teachers receiving students from project kindergartens is beyond the capability of present project staff, therefore, we have not been able to involve the large number of first grade classes

indicated in the objective. We have asked and received some volunteer first grade teachers to begin experimenting with the project. A change in the record keeping system will allow more teachers to follow through on the project next year.

C. Modifications

For the 1972-73 school term a first grade committee will have to expand the program of hierarchical objectives in order to continue with the program at the first grade level. This will have to be incorporated in the district's own inservice program if it is to be completed for the following school year. Records of present project students must be transferred systematically to the first grade teacher to eliminate the pre-testing done on a pilot basis this year.

4. Goal - To facilitate a team approach to the instructional process implementing teacher change necessary to meet the individual needs of children.

A. Evaluation and Findings

Performance Objectives	Process Objectives
The team approach will be demonstrated by having the teacher include at least two additional staff members, including a teacher aide, in the planning of an activity as recorded in the daily lesson plan.	
The aide will be included in planning of at least two daily activities and/or prescriptions as recorded on the report of aide activities.	Once each month the teacher aide will compile a list of daily activities and submit them to the project director.

The parent will be called upon at least twice during the school year to assist in planning pupil activities to be carried out at home.	By October 1 of each school year the teacher and parent will have prepared and placed on file a list of pupil activities which can be carried on at home.
Members of the educational team will review their own role through small group discussion and correctly identify their duties in 50-80% of the situations presented to them.	At three intervals throughout the year the project director will take random samples of teachers and aides and have them identify areas of responsibility on a questionnaire.

Findings

Table 7 reflects monthly reports on activities performed by teacher aides. Activities of the aides remained constant throughout the year. The inservice conducted with teachers and aides dealt with activities which aides should perform. The aide's primary responsibility, as indicated by the table, is to work directly with project children.

Teamwork between teachers and parents has been beneficial to children. A printout of suggestions for parent-child activities (see Appendix C) gives parents and teachers an opportunity to jointly plan for activities to assist the child at home.

Table 7

Activities performed by teacher aides

Activities	Working directly with pupils	Clerical activities freeing worker	Planning, teacher and aide
February 1972	58%	35%	7%
January 1972	58%	34%	8%
November 1971	52%	38%	10%

B. Success and Failures

The teacher aide program has been very successful. Aides have in many cases exhibited special talents which enhance classroom experiences. Parents have shown much enthusiasm and support of the program.

At this point we have not been able to involve social workers and psychologists in all the districts as previously planned.

C. Modifications

More emphasis will be placed on involving the principal in project activities in order to assist and support project participants.

Several districts are continuing a portion of the aide program with local funds, however, due to budget demands volunteer aides will be utilized in other districts to replace paid aides.

By recommendation of the on-site report (see Appendix D), parent coordinators will be appointed in each district to assist teachers in organizing and disseminating project activities.

5. Goal - To involve parents in the early identification process and the instructional theory and procedures through active participation in the program.

A. Evaluation and Findings

Performance Objectives	Process Objectives
Parents will participate in the Early Childhood Project	During the first week of school project teachers will inform

by visiting school at least twice during a semester and parent-teacher conferences as recorded by the classroom teacher.	parents of project goals and objectives, and present prescriptions to parents which can be carried out at home.
Within the first week of the 1972-73 school year, 90% of the parents who have had their children screened will demonstrate their knowledge of the Early Childhood Project as recorded on a parent survey checklist.	By the end of the third quarter of the school year teachers will have reported at least once to parents on the progress of their children towards terminal objectives.
Parents will become involved in the Early Childhood Project by making up at least 50% of the screening team as observed by the project director.	Prior to the screening the local coordinator will submit to the project director a list of people assigned to screening responsibilities, identifying parent participants.

Findings

A large number of parents were involved in the screening process (see Table 1, page 11). Each child appearing at the preschool screening was accompanied by a parent. At this time program and screening procedures were reviewed. Parent-teacher conferences were held to suggest activities parents could perform to assist their child. "Suggestions for Parent-Child Activities" (see Appendix C) is being used by some classroom teachers as a means of reference.

A survey of 22 project teachers revealed that a total of 88 conferences were held or an average of four scheduled parent conferences per year.

B. Success and Failures

Parent involvement in the screening has been most effective; in most instances schools have become dependent on their assistance. Parents have not been involved in the instructional program as volunteers at this point. There has, however, been much support expressed for the program.

C. Modifications

A major effort will be made to follow up on the recommendation made by the on-site committee (see Appendix D) to involve more parents in the program as volunteers. Three districts have already begun moving in this direction.

6. Goal - To assist students in attaining greater academic success, a better self-concept, and improved social and emotional adjustment.

A. Evaluation and Findings

Performance Objectives	Process Objectives
Kindergarten children will show improvement in each of the four learning areas as measured by the post criterion test.	During the month of May a random sample of kindergarten children will be given a post criterion test by the learning director and/or teacher on items corresponding to their prescriptions for the purpose of measuring growth toward the terminal objectives.
After having the opportunity to participate in the motor development activities, kindergarten students, identified as having need in this area, will improve their coordination to the degree that at least 90% can successfully	Upon completion of motoric prescriptions, a random sample of children will be directed through a teacher aide. A checklist of performances will be placed in the child's folder.

demonstrate all seven attributes of movement on a teacher made obstacle course.

coordination
agility
strength
flexibility
speed
balance
endurance

The kindergarten students receiving assistance in any of the four areas will score three or above on a five point scale of four items, self-concept questionnaire.

Each quarter the teacher will select five students with five or more areas of weakness, administer the self-concept questionnaire, and adjust the school environment as needed.

Comparison groups will undergo blocking procedures in order to differentiate the effects of the treatment on the lower extreme, middle range and upper extreme of the gain scores distribution as compared with pretest scores. ($p < .10$)

At the end of the school year ten experimental students from the low, middle and high levels, and ten control students from each of the same levels will be compared on a criterion performance test to determine the difference between groups.

The difference in learning behavior between two groups of pupils will be tested for direct effect of prescriptive learning treatment with analysis of covariance techniques. Achievement gain scores in the first grade being the variate and the perceptual gain scores as the covariate. ($p < .10$)

Method: Identify one classroom taught in the project and sample (at random) five boys and five girls.

Identify one non-project classroom and identify five boys and five girls (at random).

Administer the screening device as a post-test. Do a frequency count of tests passed to determine a score for each individual.

Do a "t" test for independent sample comparing group means and variances.

Findings

On the post-criterion test administered by the learning director, project pupils scored significantly better ($p < .05$) than did non-project students. Table 8 contains the vital statistics.

Table 8

Comparison of Project and Non-project Students on Post-criterion Test May 1972

	N	Mean	s	t	p
Project	10	13.3	1.95	2.42	<.05
Non-project	10	11.2	1.72		

Post motoric evaluation, Table 9, indicates the following:

Table 9

Post-test on Motoric Activities

N=25					
Activity	1	2	3	4	5
% Successful	88%	84%	64%	88%	20%

Activity 1 - 88% of the students were able to hop successfully

Activity 2 - 84% of the students were able to skip successfully on alternate feet

Activity 3 - 64% of the students were able to perform balance beam activities successfully

Activity 4 - 88% of the students were able to bounce and catch a ball successfully

Activity 5 - 20% of the students were able to perform fine motor, drawing activities successfully

When comparing experimental pupils from high, middle and low levels (Table 10), data suggests no significant difference between students of high and middle level. As might be expected students from the low level differed significantly ($p < .05$) from those in the upper level.

Table 10

Test Results on
Metropolitan Readiness Tests
Comparing Students With Varying
Number of Needs

Group	No.	Total Mean	s	t	p
0 needs	10	78.40	6.04	.1049	N.S.D.
2-3 needs	10	78.80	9.71	5.81	<.05
7-10 needs	10	51.80	10.01		

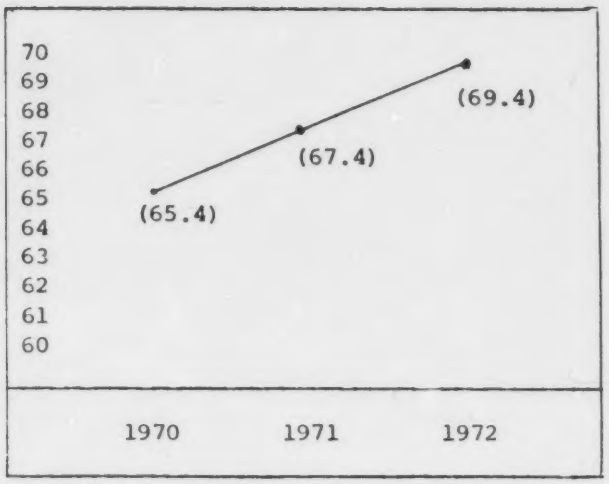
Table 11 speaks to the difference between project and non-project students on comparison of Metropolitan Readiness scores and Table 12 views the increase of class mean scores over a three year period based on the Metropolitan. Project students scored significantly better ($p < .05$) on the Metropolitan than did non-project students. Project students' mean scores on the Metropolitan increased over a three year period.

Table 11

Comparison of Project and Non-project
Students on the
Metropolitan Readiness Test May 1972

	No.	Mean	s	t	p
Project	50	69.94	10.92	3.17	<.05
Non-proj.	50	61.58	14.86		

Table 12



Graph of Total Metropolitan Test Score results for a random sample of males and females in five randonly selected project classrooms.

B. Success and Failures

Project students do better when either the screening instrument or the Metropolitan Readiness Test is used as the criterion. Metropolitan Test scores have improved perceptibly (but not significantly) from the date of the inception of the project.

Students with fewer diagnosed weaknesses do better than students with more diagnosed weaknesses when the Metropolitan Readiness score is the criterion.

C. Modifications

Due to the difficulty in measuring self-concepts at the kindergarten level we will not test pupils growth in self-concepts.

Description of additional educational needs and the educational objectives which will focus on these needs that are anticipated in the next project period.

Project activities as they pertain to students and teachers will remain similar to the activities conducted in the previous year, however, more emphasis will be placed on self-monitoring procedures by teachers and districts to maintain progress toward program goals and objectives. Much emphasis must be placed on the development of hierarchical objectives for grade one. This would be considered an extension of Level I through Level IV developed by the kindergarten teachers.

This being the final year of the project it is imperative that the project with its record of success be continued after Federal funds have ended. To assure the later, the following activites suggested by the On-Site Evaluation will be pursued.

--An effort will be made to develop better teacher and parent communications related to classroom goals and activities. The possibility of a handbook was discussed to assist in bridging this gap.

--Each district will identify some parent committee or group to disseminate project goals and activities. Example: PTA Advisory Council or local PTA units.

--A concerted effort to involve elementary principals will be made beginning with a special meeting for all elementary principals.

--The committee administrator will also be the local coordinator to continue project activities after Federal funds end. Slides or film developed in the project will provide assistance.

--News releases will be forwarded by the project director to local coordinator for publishing in the local paper as a means of dissemination.

--A variety of aide assistance will be available to teachers, these will include paid aides, volunteers or student aides. Each district will decide on the avenue to pursue.

--A survey of test instruments used by each district was conducted to gather data to measure project impact.

A pre-test of selected first grade classes with the project instrument will be conducted early in September. Present tests given:

	First Grade	Second Grade
Beaver Dam	Metropolitan (Spring)	Metropolitan (Mid-Year)
Dodgeland	Metropolitan (Spring)	Metropolitan (Spring)
Ripon	Stanford (Fall)	Stanford (Fall)
Watertown	Stanford (Spring)	

--Video tapes and slides will be available to all project teachers to assist them in utilizing learning centers. First grade teachers will be included.

Discuss activities to be followed to achieve the objectives of the next project period.

Describe the evaluation procedures for evaluation.

The EPIC (Evaluative Programs for Innovative Curriculum) Model has been used to complete Item E and Item F of the Continuation format.

Goal 1: To provide a comprehensive screening procedure that will identify the specific needs of pre-kindergarten children who later encounter difficulties adjusting to the school situation.

Performance Objectives	Process Objectives
By the 1st of March, 1973, the project director will submit to each participating district the final screening revision, including valid teacher suggestions for their adoption.	By January 4, 1973, a consultant will have completed an item analysis of the screening and reported to the project director. By February 28, 1973, the consultant will present final revision to the project director for printing.
Prior to implementation of the screening, a roster of teams assigned to screen will have at least 50% parent representation for summer screening and at least 25% parent representation for fall screening.	Prior to the screening the local coordinator will submit a roster of parent participation to the project director.
Upon completion of the screening program at least 95% of the eligible children will have been screened as reported on enrollment forms.	Upon completion of the screening the program coordinator will submit a roster reflecting the percentage of students screened to the project director.

Goal 2: Assist educators in developing an effective diagnostic and prescriptive approach to instruction which will enable them to better meet the unique needs of the child.

Performance Objectives	Process Objectives
By the end of the third week of the school term each teacher will have appropriately placed each child in the instructional program as revealed on the pupil record sheets.	By October 15, each elementary principal will examine classroom records revealing diagnosis and placement, and report to the project director. By October 30, each teacher will submit a schedule of prescriptive activities to the project director.
Within six weeks of the start of school individualization via the prescriptive approach will be observable as defined in at least 90% of the classrooms: 1. Children are meeting their performance objectives individually 2. Teacher and aide are freely moving from one child to another observing, talking, assisting them, etc. 3. Learning centers in at least two areas (motoric, visual, auditory, language) are operative. 4. A variety of learning material and equipment are being used by the students.	At intervals throughout the school year the project director will request a grade level meeting in which each teacher demonstrates to the group the method in which designated objectives are being met and a report sent to the director. At several intervals throughout the year the project director will request video taping of exemplary classrooms and route them to project classrooms. Two full-day workshops to assist teachers in meeting project objectives will be organized by the project director.
By January 15, 1973, each teacher will be able to construct a learning center in one area (motor, auditory, visual, vocal) utilizing at least three objectives on the scope and sequence chart.	By the end of January, 1972, an inservice meeting will be held in which each teacher will be requested to construct a learning center incorporating a series of objectives.
By February 1, 1973, each teacher will demonstrate at an inservice meeting two self-corrective, self-instructional materials to be used by children with Level V and Level VI activities.	A March workshop will be held and each teacher will display examples of self-instructional materials.

By July 31, 1973, the project director will submit the revised Prescription Guide to a printer for final publication.

Teachers will make notations and suggestins for revisions in the Prescription Guide throughout the year and submit them to the project director at the conclusion of the school year.

During June and July, 1973, the project director will compile notations made by teachers and make the necessary revisions in the Prescription Guide.

Goal 3: To assist teachers in a continuing program of motoric, auditory, visual and language development beginning at kindergarten through second grade.

Performance Objectives	Process Objectives
By March 1 the first grade planning committee will complete a list of objectives in hierarchical order and submit them to the steering committee for adoption.	The project director and/or learning director will conduct at least three meetings for the purpose of writing and sequencing hierarchical objectives.
By April 15 individualization via the prescriptive approach will be observable as defined in selected pilot classrooms. 1. Children are meeting their performance objectives individually. 2. Learning centers in at least two areas are operative. 3. A variety of learning material and equipment are being used by the students.	Beginning December 1 the project director will direct necessary meetings using slides, video tapes and films to teachers exemplifying program outcomes. Beginning January 15 first grade teachers will visit kindergarten classrooms for the purpose of observing individualized instruction via learning centers.
Beginning with the fall (1973) school term, first grade teachers will continue instruction with the appropriate instructional objective for each child.	In June, 1973, records indicating each child's record of movement through the program will be forwarded by the kindergarten teachers to the first grade teachers.

Goal 4: To facilitate a team approach to the instructional process implementing teacher change necessary to meet the individual needs of children.

Performance Objectives	Process Objectives
The aide will be included in planning of at least two daily activities and/or prescriptions as recorded on the report of aide activities.	At end of the first, second, and third quarters, teacher aides will submit a list of daily activities to the project director.
During the school year parents will be called upon, at least twice, to assist with instructional activities to be completed at home.	The teacher will maintain a log of parent visits and strategies parents are to carry on at home and report to the project director at the end of the school term.
By the end of the school year the principal will have visited each of his project classrooms at least three times and recorded his observations.	Upon completion of his monitoring the principal will match activities to project activities and report to the director.
On December 15, 1973, the project director will make available to all participating districts a handbook of guidelines to assist teachers and aides in developing and maintaining the team approach.	The project director will monitor and secure examples of teacher and aide involvement and compile this information in booklet form.

Goal 5: To involve parents in the early identification process and instructional procedures.

Performance Objectives	Process Objectives
Each parent will accompany her child to the scheduled screening session for the purpose of program orientation.	At the screening session, school representatives will utilize video tapes and slides in a parent orientation session.
All parents will participate in the project by visiting school at least twice during the school year for a parent-teacher conference as recorded by the classroom teacher.	At the completion of the school term, each teacher will submit a report concerning parent conferences to the project director.
At least 80% of the parents will be given prescriptions for children to assist them at home as recorded in a teacher's log.	At the end of each quarter, each classroom teacher will submit a copy of their log to the project director for review.
At least two teachers will implement a pilot volunteer aide program to provide assistance as needed in project activities.	At the beginning of the school term, parent leaders will schedule volunteers as directed by the classroom teacher and report them to the project director.
Each district will identify a parent to assist with the dissemination of project activities.	The steering committee administrator will select a parent organization to disseminate project information and forward it to the project director.

Goal 6: To assist students in attaining greater academic success and self-selection in classroom activities.

Performance Objectives	Process Objectives
At the completion of the school term kindergarten children will show improvement by moving ahead at least six objectives on each of the four learning areas as measured by the post-criterion test.	During the month of May a random sample of kindergarten and first grade children will be given a post-criterion test by the learning director and/or teacher on items corresponding to their prescriptions for the purpose of measuring growth toward the terminal objectives.
After having the opportunity to participate in the motor development activities, kindergarten students, identified as having need in this area, will improve their coordination to the degree that at least 90% can successfully demonstrate all seven attributes of movement on a teacher made obstacle course. coordination agility strength flexibility speed balance endurance	Near the end of the school term a random sample of children will be directed through an obstacle course by the learning director and a checklist of performance will be placed in the child's folder.
Comparison groups will undergo blocking procedures in order to differentiate the effects of the treatment on the lower extreme, middle range and upper extreme of the gain scores distribution as compared with pretest scores. ($P < .10$)	At the end of the school year ten experimental students from the low, middle and high levels, and ten control students from each of the same levels will be compared on a criterion performance test to determine the difference between groups.
The difference in learning behavior between project and non-project students will be tested by the Metropolitan Readiness Test for direct effect of prescriptive learning treatment. ($P < .05$)	The learning director will gather Metropolitan Readiness scores from project and non-project classes and submit the data to the consultant for comparison.

Goal 6 continued

At the end of the school year a random sample of students in five project classes will be given the Metropolitan Readiness Test to provide evidence in achievement over pre-project years. ($P < .10$)	The learning director will gather Metropolitan Readiness scores from 1970, 1971, 1972 and 1973 and submit the data to the consultant for comparison.
Kindergarten students participating in the pilot program will perform significatnly higher than the kindergarten control group in subtests as measured on the Metropolitan Readiness Test.	Five project classrooms were selected and given post-screening tests by the learning director for comparison.

EVALUATION DESIGN

(See EPIC Scheme: Booklet 5 Evaluation Design)

Institution	Instruction
Kindergarten Teachers	Utilize screening data. Individualize instruction. Submit a schedule of prescriptive activities. Demonstrate diagnostic-prescriptive approach. Attend scheduled workshops. Forward kindergarten reports to first grade teachers. Maintain a log of aides' activities. Maintain a log of parent visits. Utilize learning centers.
Teacher Aide	Submit a list of classroom activities. Maintain records. Work with individuals and small groups. Participate in planning. Follow prescriptions selected by teachers.
First Grade Teachers	Participate in inservice. Develop objectives in hierarchial order. Implement learning centers. Individualize instruction. Utilize background information.
Parents	Assist in screening. Visit classrooms at least twice. Attend screening orientation. Assist the classroom teachers as volunteers. Assist with instructional activities at home. Serve on project committees.
Pupils	Participate in screening. Work independently. Perform seven attributes of movement. Increase in achievement. Complete post-testing.
Principals	Monitor classrooms. Assist in screening. Provide inservice opportunities. Report on project activities.

EVALUATION DESIGN
Continued

Institution	Instruction
Districts	Adopt program at local level. Cooperate in the inservice training. Select teachers for involvement. Host visitations by people outside of project.
Project Committee	Meet monthly to review progress; make recommendations. Assist in planning inservice. Assist in planning project visitations.
Project Staff	Monitor project. Evaluate project. Conduct inservice. Provide consultation. Revise programs as needed. Assist in all aspects of the project. Develop slides and video tape micro training pacts.

CALENDAR OF EVENTS
"Strategies in Early Childhood Education"

1972	
December 16	-Individualization via prescriptive approach monitored.
1973	
January 4	-Complete item analysis of screening.
January 15	-Teachers utilize inservice information to develop multi-objective learning centers.
January 15	-First visitation of exemplary classrooms.
January 21	-Teacher aides report on their project involvement.
February 1	-Teachers demonstrate self-instructional and self-corrective materials.
February 4	-Teachers submit first report on parent visits.
February 28	-Consultant completes final screening revision.
March 1	-Director submits final screening revision to districts.
March 1	-First Grade Committee completes list of hierarchial objectives.
April 15	-Individualization via prescriptive approach evident at first grade level.
April 20	-Teacher aides report on their project involvement.
May 15 - 30	-Post-testing of kindergarten and first grade students.
June 1	-Kindergarten teachers forward pupil records to first grade teachers.
June 4	-Teachers submit log of parent visitations.
June 10	-Summer school screening in districts.
August 28	-First grade teachers utilize records of children to individualize instruction.
August 30	-Screening begins by districts in which screening is done by teachers.
October 1	-Completion of year's initial entry records.
October 15	-Monitoring of records completed by principals.
October 30	-Teachers submit schedule of prescriptive activities.

Staff

Project Director

The project director will be employed with salary adjustments based on recommendations of the Coordinator of Cooperative Educational Service Agency No. 13, subject to approval by the Board of Control. Responsibilities and qualifications of the project director remain as stated in the original proposal.

Learning Director

A learning director has been employed on a 30% basis to perform the activities as described in the original proposal.

Teacher Aides

The teacher aide has been playing an important role in the Early Childhood Project, giving much needed assistance to the teacher in a diagnostic-prescriptive program. Presently four aides, paid by the project, and ten aides, ranging from part-time to full-time, paid by the districts, are participating in the program.

Consultants

There is a continued need to involve consultants in the area of evaluation, diagnostic and prescriptive instruction, and early childhood education. These resource people will be contracted at intervals appropriate for maximum development of the project.

Private School Involvement

Private schools operating in the project area number twenty. Of these only four have kindergarten programs.

Private schools conducting their own kindergarten have been invited to bring their children to the public schools to participate in the screening program. Primary teachers and administrators in the private schools have been informed of the goals and objectives of the program and have been receiving written invitations to attend inservice meetings relating to the program.

There is presently one private school representative on the project Advisory Committee to assist with private school involvement.

Dissemination

Dissemination of project information is recognized as an important means by which acceptance, understanding, and eventual adoption of a program occurs. To date 90% of the dissemination efforts have been on a face to face reporting basis. Such reports have been presented to the following audiences:

Board of Control, Cooperative Educational Service Agency No. 13
Advisory Committees, Cooperative Educational Service Agency No. 13
Local curriculum directors
Each district's elementary principals
Kindergarten teachers of participating districts
Parents involved in screening program
Parents of children involved in the screening program
PTA Meetings

Each of these groups has been appraised of the project's philosophy, goals, and objectives.

Newspaper items discussing the screening program have been published locally.

Newsletters are now being prepared for each school district of C.E.S.A. 13 for the purpose of setting up demonstration situations.

Further dissemination of project procedures will be carried out through the distribution of the Prescription Guide, parent handbook and booklet describing teacher and aide teaming to provide a better educational experience for children.

N.B. pp. 44-52

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A P P E N D I C E S

APPENDIX A

CLASS ANALYSIS CHART

CLASS ANALYSIS CHART

Screening Results

Initial information	
Students participating in screening program	97%
Students with no areas of needs	15%
Students with 1-5 areas of need	61%
Students with 6-10 areas of need	19%
Students with 11-15 areas of need	5%
Total	100%

APPENDIX B

EARLY CHILDHOOD SCREENING DEVICE

TEST MANUAL

MANUAL

Introduction

The Early Childhood Pre-Kindergarten Screening Instrument is designed to help bridge the gap that often exsists between screening and effective, practical, educational procedures.

The screening does not attempt to isolate various abilities (or disabilities), nor does it determine readiness for school. On the contrary, to use the results properly the screening instrument must be integrated with curricular objectives and result in individualized instruction. Therefore, the instrument has been designed to help locate the child along a developmental curriculum sequence. The tests themselves reflect and assess according to the behavioral objectives listed in the Prescription Guide. Each child will, as a result of the screening, be placed somewhere along the sequential program and hopefully teaching will then begin for the child at that particular level; and move upward in time as he masters more difficult and higher level behavioral objectives.

The use of the developmental model, Screening Instrument, and Prescription Guide, along with the more global individualizing techniques, such as learning centers, etc., will tend to broaden and alter the philosophy of the educational system. In essence, by individualizing the school program, the school is in fact assuming the responsibility to teach all the children regardless of individual differences. The approach with this model is positive. We are analyzing certain skills according to learning processes (auditory, visual, motor, vocal), and determing what level (perceptual, integrative, etc.) the child has obtained prior to entering school. The

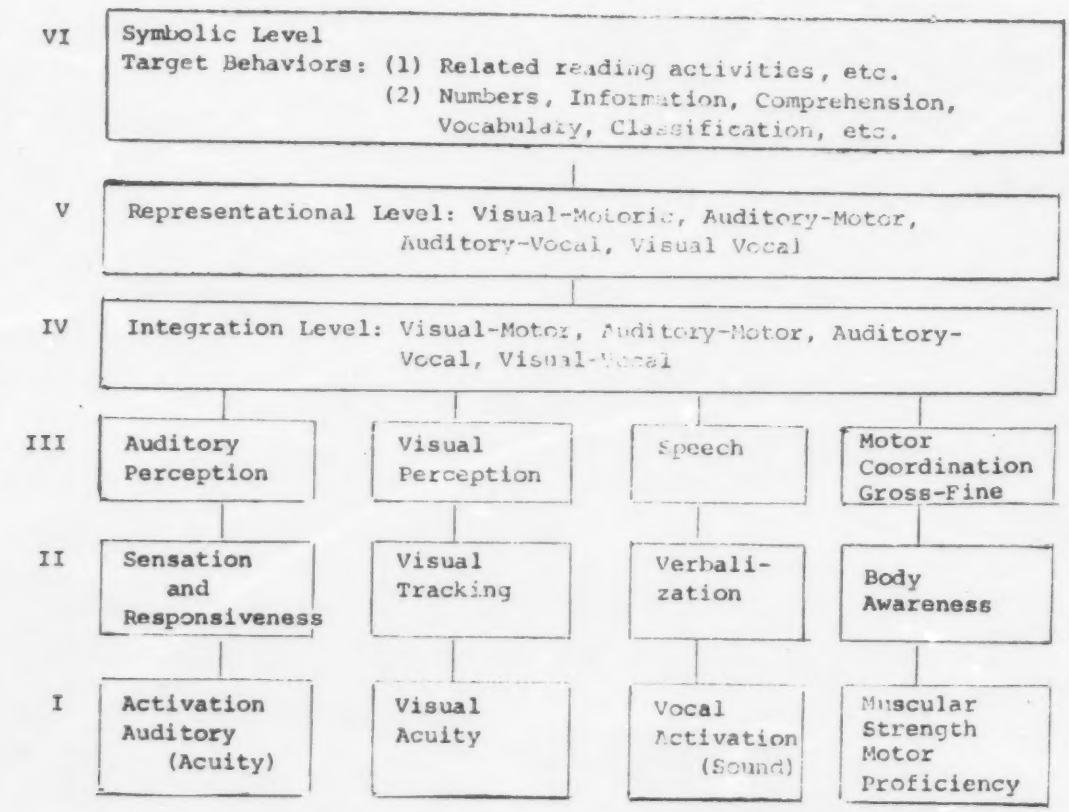
school program then will take him along (at his own rate) the behaviorally defined sequence until he reaches the target behaviors reflecting the reading, writing, and arithmetic skills.

Hopefully the time will come when a child can proceed through school at his own pace, inspired and motivated by the teachers, the curriculum, and himself, and not motivated by competition with others or artifical grade-level expectations.

This Screening Instrument is designed to provide a realistic basis for a program with the foregoing philosophy.

THEORETICAL CONSIDERATIONS

The model being used is similar in many respects to the one proposed by Beery (1968). It provides a broad basis for the sequentialization of developmental skills so that a child placed within the program is always working toward terminal objectives.



There are four basic learning processes (modalities) which need assessment, the auditory and visual processes that provide input of information, and the motoric and vocal modalities which are expressive processes. The levels noted in the model begin at Level I which is strictly a sensory proficiency level and move sequentially to Level VI which has the terminal

objectives of the curriculum. Level II is an awareness-discrimination of stimuli level. Level III involves perception of incoming stimuli, organized internally so that it has meaning, and coordination of processes at the expressive level.

Level IV is somewhat unique because it focuses on the integration of processes. Often the main area of difficulty is of an integrative nature, Beery (1967). Few programs appear to take this fact into account when designing a scope and sequence for children. Level V, Representational Level, deals with conceptualization, memorization, and sequency of stimuli.

The basic tenets of the program are that: 1) A child must have basic processes developed to a certain level before terminal objectives such as reading, etc., can be taught effectively and meaningfully. Failure to take into account developmental issues results in failure and/or nonmeaningful rote learning; 2) There must be an assessment of where the child is developmentally in terms of learning functions and stages; 3) Once assessment has been made the educational program should provide growth in each of the areas so that the child advances, at his own rate, to the uppermost level.

SCREENING PROCEDURE

This Screening Instrument begins assessment with children entering kindergarten. With some revisions it could easily provide screening at the three or four year old level, or even for a six year old entering first grade. Because of the age of the child and due to time considerations, the Screening Instrument begins with an assessment of all entering children at Level III Perceptional Coordination. Assessment then proceeds upwards

or downwards (or terminates) from Level III depending upon the child's success (or lack of it). Therefore, after Level III he will either move downward until he meets success and/or upward until he meets difficulty. The results are then profiled and given to the classroom teachers who begin instruction at the appropriate level. The screening which is only a 45 to 50 minute assessment is not designed to be diagnostic nor categorical in nature. There are other more complete resources available for those functions if they become necessary. It (the screening) only provides a starting point for the teacher. If the screening provides an underassessment or overassessment (unlikely) the teacher can easily adjust accordingly because the educational sequence is stated according to behavioral objectives.

It should also be stated that the Screening Instrument is at a preliminary stage of development. The tests themselves in many instances have been normed extensively through screening instruments devised and utilized over the past several years. Furthermore, the developmental sequence has not been normed to our satisfaction, and as a result revisions will probably be made in the next year or two as more data is collected.

Criteria to determine the level at which a child begins instruction are dependent upon his success at the particular screening levels. The following criteria are to be utilized:

Screening of all children begins at Level III

1. Child moves to Level IV if no more than one subtest in any two tests are missed.
2. Child moves to Level II if none of Level III subtests in any area are passed.
3. Child moves to Level I if none of the Level II subtests are passed. Note: If difficulty occurs at Level II, Auditory or Visual Development, the audiometer screening and telebinocular screening should be administered.

4. If none of criteria 1 and 2 are present, the testing stops with Level III, but screening of audiometer and telebinocular should be conducted.

DIRECTIONS FOR ADMINISTRATION

I. Materials Needed

A. Test manuals

B. Scoring sheets and profile

C. Pencils (including one red and blue pencil)

D. Thumbtack (visual tracking test)

E. Balance beam

F. Eight inch ball

G. Audiometer

H. Telebinocular or Snellen Eye Chart.

II. General Considerations

Qualification of examiners: The tests are designed to be as simple as possible. Under certain conditions the tests may be given by teachers or lay persons, if sufficient instruction has been given regarding the various tests. If the tests are to be given by persons other than those well trained in individual testing such as a school psychologist, it is recommended that such persons be instructed and supervised by someone with a thorough knowledge of this instrument.

Examiners should acquaint themselves with this manual. It is essential that the person administering the Screening Instrument have the ability to establish rapport and communicate effectively with young children. Underassessment often will occur due to

shyness or constrictions from feeling uncomfortable in the testing situation.

Further considerations for examiners would include: The need for concern for the details of the test administration and scoring procedures; becoming thoroughly acquainted with the materials, including the systematic and efficient handling of the materials; and the recording of data.

Also, when relating to the child avoid pushing him to respond quickly. Come across as enthusiastic, but not overly talkative or sentimental. Testing should begin as soon as the child is comfortable and ready to begin. As often as not, a sensitive lay examiner tends to spend too much time on this aspect which in turn tends to drag out the screening time and produce delays which can cause problems when large numbers of children are being evaluated. The examiner should also praise, but be careful about praising only successes. Children have a built in "radar" and tend to listen and watch faces carefully for reactions regarding their performance. If signs of fatigue or boredom become apparent, do not hesitate to break the routine momentarily with another activity.

If special questions arise, the examiner should not hesitate to ask questions or seek advice. Comments regarding children's behavior are also important and should be entered on the scoring sheets.

LEVEL III - MOTOR DEVELOPMENT

TEST ADMINISTRATION

Level III (Administer All Tests) Motoric Development Area

Gross Motor Development

Behavioral Objectives:

--Child can hop a distance of ten feet on the left foot and then on the right foot.

--Child can skip on alternating feet approximately 20 feet (across the room).

--Child can walk the balance beam forward, backward, and sideways.

--Child can toss an eight inch ball in the air with both hands and catch it on the first bounce, two out of three times.

Materials

a) Balance Beam

b) Eight inch ball

Specific Directions:

Test 1. (Use balance beam) "Get up on the board and walk to the other end." When he has come to the far end of the board say, "Now walk it backwards." When he has walked across the board again say, "Now walk it sideways." Be sure on the way back he faces in the same direction so that the opposite foot is used to lead.

Test 2. (Mark off ten feet) "Hop on one foot like this." (demonstrate) "Now hop only on one foot over to the mark. Now hop back on the other foot."

Test 3. "Do you know how to skip like this?" (demonstrate) "Now skip across the room."

Test 4. "Here is a ball, throw it in the air and let it bounce before you catch it." (Demonstrate if child doesn't comprehend) Have child do it twice (three times if he fails once). Say, "Do it again" for each trial.

Scoring Criteria

Test 1. The child must walk the beam forward, backward and sideways without stepping off. (The scoring is slightly more complicated in that one of several categories must be checked. Study each category carefully before administration).

Level III - Gross Motor Development

Scoring Criteria continued

Test 2. The child must hop without allowing opposite foot to touch the floor for success.

Test 3. Allow for one instance where child does not alternate feet when skipping.

Test 4. Child must catch the ball after it bounces twice for success.

Fine Motor Development Area (The ability to coordinate the fine-muscles in a writing act)

Test 5

Behavioral Objective:

--The child can draw a line between two boundry lines.

Materials

a) Pencils

b) Pupil sheets (2)

Specific Directions

Item 1. "Draw a line from one side of the tunnel to the other, be careful not to bump the sides. Keep the pencil on the paper (remind child on subsequent items if necessary)."

Item 2. "Now draw a line down this tunnel, remember don't bump the sides."

Item 3. "Now down this one. Don't bump the sides."

Item 4. "Try this one. They're getting smaller. Do the best you can."

Item 5. "Now try this one."

Item 6. "Now go along the curved road. Be sure not to go off or bang the sides."

Item 7. "Go along the winding road. Be careful."

Item 8. "And draw a line along the crooked road."

Level III - Fine Motor Development

Scoring Criteria:

1. Score for each item is 2-1-0.

2. Score of 2 is given if unbroken line is drawn between the stimulus lines from beginning to the end. No penalty is given for the following: if child lifts pencil up from paper but continues line without a break or sharp angle. Angles or wiggles do not affect scoring.

3. Score 1 if the pencil touches the boundary line.

4. Score 0 if the pencil goes outside the boundary line so that a space is noticeable between the pencil line and boundary line. Also score zero for obvious breaks or if the line has been erased, corrected, or broken.

Success on this test is a score of 9.

LEVEL III - AUDITORY DEVELOPMENT

TEST ADMINISTRATION

Level III (Administer All Tests)

Auditory Discrimination - Ability to discriminate and reproduce different sounds.

Test 1

Behavioral Objective:

--The child can reproduce patterns of clapped sounds when demonstrated by the screener.

Materials

a) Pencil for recording

Specific Directions:

Item 1. "Listen carefully to how I clap my hands. When I am done I want you to clap just the way I do." If child fails, repeat directions and the pattern.

Item 2. "Now try this one." Give two trials for each item.

Repeat for Item 3 and 4.

Scoring Criteria

Score 2 points if correctly clapped on first demonstration.

Score 1 point if correctly clapped on the second demonstration.

Auditory Reception (Decoding)

Test 2

Behavioral Objective:

--After hearing a question the child will correctly respond by answering yes or no in 10 of 12 items.

Materials

a) Pencil for recording

Level III - Auditory

Test 2 continued

Specific Directions

"Tell me do dogs bark?" (pause) "Yes." "Do trucks cry?" (pause) "No." If the child does not get both samples correct repeat the sample exercises.

Scoring Criteria

One point is given for each correct answer.
A child must correctly answer 10 of 12 items to pass.

Rhyming Words

Test 3

Behavioral Objective:

--The child after hearing three words will be able to identify the word that does not rhyme in 4 of 5 situations presented.

Materials

a) Pencil for recording

Specific Directions:

"I am going to tell you three words. Tell me which one does not belong in the group, tan - pan - bug, (pause) the word bug is correct, it does not sound like tan or pan."

"Tell me which word does not belong in this group, sun - jump - bun, (pause) the word jump does not sound like sun or bun so it does not belong in the group."

NOTE: If the child does not understand the directions repeat them along with the two sample activities.)

Item 1, 2, 3 and 4. Repeat the sentence, "Tell me which word does not belong in the group," prior to saying the test item.

Scoring Criteria

Score 1 point for each correct example.

Child must correctly perform 4 out of 5 items.

LEVEL III - VISUAL PERCEPTION

TEST ADMINISTRATION

Level III (Administer All Tests) Perception and Coordination

Figure-Ground Perception - Ability to distinguish a figure against a complex background.

Test 1

Behavioral Objective:

--The child must, from a diffused background, correctly identify by outlining 4 of the 5 items. (When 4 have been identified, tester may end the screening.)

Materials

a) Red and blue pencil
b) Pupil sheet
c) Packet of pictures - including triangle, rectangle, cross, star and oval

Specific Directions

Item 1. "Here is a game. Do you know what the word outline means? It means to cover up lines of a figure like this triangle, but not to color it in. Watch me outline the triangle." (Demonstrate with picture of triangle.) "Now take your pencil (red) and outline the triangle in this picture." (Point to item on pupil sheet.)

Item 2. "Here is a shape like a long box." (Show picture) "In this picture is a long box and a triangle. Outline the long box only."

Item 3. Same directions substituting "cross." Use red pencil.

Item 4. "In this picture there are two stars and two circles. Here is what the star looks like." (Show picture) "Outline one star in red and the other star in blue. Now take the red pencil and outline one star." (Urge child to keep pencil on paper if necessary) "Now take the blue pencil and outline the second star."

Item 5. "Here is a ball, inside the ball are some Easter eggs. They are shaped like this." (Show card) "Take your blue pencil and outline all the Easter eggs. Only outline the Easter eggs and nothing else."

Level III - Visual Perception

Test 1 continued

Scoring Criteria

Score 1 point for each item outlined successfully.

Score 0 for the following:

a) Pencil line deviates markedly in the direction of another line.
b) Pencil line is interrupted for the length of the stimulus line between two points of intersection, (breaking at intersecting lines only, overshoot or rounding at corners not penalized. Not testing coordination, only ability to stay with stimulus).

Success is 7 items done correctly.

Dot-to-Dot Pictures

Test 2

Behavioral Objective:

--Child can form 5 identical figures by connecting dots which are given as contextual clues.

Materials

a) Pencil
b) Pupil sheet

Specific Directions

Point to Item 1. "See this circle. Make one just like it here (point to dots) using the dots." If child does Item 1 incorrectly demonstrate with pencil. Then point to Item 2 and state "Now try this one." Repeat for subsequent items.

Scoring Criteria

Score 1 or 0 for each item.

Errors occur if child incorrectly connects two dots, the child is not penalized for starting a line incorrectly as long as he stops before connecting the line to the incorrect dot.

All dots must be connected within 1/8" in order to score. Test is for perception of outlines (closure) not muscular coordination.

Success - A score of 5 is required for passing.

Level III Visual Perception

Visual Discrimination

Test 3

Behavioral Objective:

--The child can visually discriminate similar objects in 9 out of 10 instances.

Materials

a) Pencil
b) Pupil sheet

Specific Directions

"Look at the figure in the box." (Point) "Mark the figure in the row that looks exactly like the one in the box and facing in the same direction."

Repeat for Item 2

Item 3-10. "Now find one like this one." Point to item in box.

NOTE: If an error is made in item 1, say "No, (pointing to the correct one) this one is the same." Give credit as a correct answer.

Scoring Criteria

Score 1 point for each item marked correctly.

Success - 9 items marked correctly is required for passing.

LEVEL III - VOCAL DEVELOPMENT

TEST ADMINISTRATION

Level III (Administer All Tests)

Verbal Expression

Test 1

Behavioral Objective:

--By responding to a question the child will demonstrate the ability to express himself verbally by naming these items he would like for Christmas.

Materials

a) Pencil for scoring

Specific Directions

Say to the child, "Tell me all the things you would like for your birthday or for Christmas?" If the child gives only one item say, "Tell me several more things." Give no further aid. When the child has completed his response record results.

Scoring Criteria:

The child must give 3 specific items. Check the yes or no blanks as to whether tasks have been completed.

Verbal Fluency

Test 2

Behavioral Objective:

--By responding to a question the child will demonstrate his verbal fluency by responding in two or more complete sentences.

Materials

a) Pencil for scoring

Specific Directions

Ask the child the question, "Tell me what you are going to do the rest of today and tonight?"

Level III - Vocal Development

Test 2 continued

Scoring Criteria

If the child mentions two complete thoughts such as, "I am going to town or I am going to play," check the yes blank. If only one word or simple phrase such as "town" or "play," "to play" or "to town," check the no blank.

Descriptions

Test 3

Behavioral Objective:

--When shown a picture of a pencil, hammer, scissors, car, and telephone, the child can identify and describe one correct use in 4 of the 5 items.

Materials

a) Pencil for recording
b) Scissors
c) Pictures of a pencil, hammer, scissors, car and telephone

Specific Directions

Show the child one item at a time and say, "Tell me what this is." (pause) After a response say, "Tell how it is used." If the child shows the use say, "No, I want you to tell me how it is used."

Scoring Criteria

If the child correctly names the object and tells one use, credit should be given. If 4 of the 5 items are correctly identified and their use described, mark the yes blank.

Reciting

Test 4

Behavioral Objective:

--When presented a simple nursery rhyme, the child can recite it accurately from memory.

Level III - Vocal Development

Test 4 continued

Materials

a) Pencil for recording

Specific Directions

Say to the child, "I am going to tell you a nursery rhyme and I want you to say it back to me." "Jack and Jill went up the hill to fetch a pail of water." If the child does not respond tell him to listen and say the nursery rhyme. Repeat the rhyme only once.

Scoring Criteria

Credit should be given if child repeats accurately or if an article (a, and, or, the) is omitted. Place a check in the appropriate blank.

MOTOR DEVELOPMENT

TEST ADMINISTRATION

LEVEL II

Motoric Body Awareness - Ability to identify body parts.

Behavioral Objective:

--Child will demonstrate his ability to identify body parts by receiving a score of at least 32 on the screening test.

Materials

Pencil for scoring

Specific Directions

Say to the child, "I am going to ask you to point to certain parts of your body with both hands. Point to your shoulders--point to your hips--point to your head--point to your ankles--point to your ears--point to your feet--point to your eyes--point to your elbows--point to your mouth."

Scoring Criteria

Place a check mark in the column which most appropriately describes the child's action. Each column is weighted 1, 2, 3, or 4. Add the check marks in each column and multiply by the appropriate numbered column.

LEVEL I

Strengths

Behavioral Objective:

--Child demonstrates his strength by performing three exercises listed in the screening test.

Materials

Pencil for scoring.

Specific Directions

Test 1. Child lies flat on back, hands behind head, legs outstretched. Examiner holds his feet to the floor. He then pulls up into a sitting position without using hands.

Test 2. Child lies on back, hands behind head and knees bent. Examiner holds his feet to the floor. He pulls himself up into sitting position without using hands.

Motor Development

Level I continued

Test 3. Child lies on back, hands behind head, legs out straight. He raises feet ten inches from the floor while keeping legs straight and holds this position for ten seconds.

Scoring Criteria

Test 1. Child passed if he can achieve sitting position.

Test 2. Child passed if he can achieve sitting position.

Test 3. Child passed if he can raise legs without bending knees and hold this position for ten seconds.

AUDITORY DEVELOPMENT

TEST ADMINISTRATION

LEVEL II (Administer All Tests)

Auditory Discrimination - Ability to discriminate between words and sounds.

Test 1

Behavioral Objective:

--When presented with ten pairs of words the child will indicate whether the words are the same or different in 8 out of 10 situations.

Materials

Pencil for recording

Specific Directions

Say to the child, "We are going to play a word game. I will say two words, tell me whether they are the same or different." Repeat the statement, "Are these words the same or different," with each pair of words. The child will respond with the word same or different.

Scoring Criteria

Score 1 point for each correct answer. The child must correctly complete 8 our of the 10 items to pass.

Test 2

Behavioral Objective:

--The child will demonstrate his ability to duplicate sounds made by the examiner.

Materials

Pencil for recording.

Specific Directions

"Here is another word game. I will say two words and I want you to tell me what two words I said."

Scoring Criteria

One point is scored for each pair of words completed. The child must repeat both words correctly to receive credit. To pass the child must reproduce all four sounds.

Auditory Development

LEVEL I

Audiometric Evaluation

Behavioral Objective:

--The child will demonstrate his ability to perceive sound by successfully identifying sounds within the normal range on an audiometer.

Materials

Audiometer

Specific Directions

The audiometric evaluation may be given to all children, however, we are suggesting that if a child does well in the auditory areas in Level II and III there is no need for this evaluation at this time.

VISUAL DEVELOPMENT

TEST ADMINISTRATION

LEVEL II -

Visual Pursuit and Tracking - Ability to follow a moving object.

Behavioral Objective:

--The child will be able to track visually an object moving along a horizontal plane and vertical plane with both eyes and each eye separately.

Materials

a) Pencil
b) Thumbtack

Specific Directions

Hold a pencil with thumbtack in eraser upright before the child's eyes and about 20 inches from his face. Say, "Now watch the tack wherever it goes." Move the pencil about 18 inches to the right slowly and back. Same procedure to left; and up and down. Then have child cover one eye with his hand, repeat the procedure. Cover the other eye and repeat the procedure.

Scoring Criteria

The child should be able to follow the tack without moving his head and without his eyes wandering or jerking off target.

LEVEL I

Telebinocular Examination - Ability to clearly distinguish objects.

Behavioral Objective:

--Child can correctly identify the items on the three card primary Keystone Telebinocular Test.

Materials

Keystone Telebinocular, Visual-Survey Record Form, primary cards.

Scoring Criteria

The child must pass card number 1, card number 2 and rows 1, 2, and 3 of card number 3.

NOTE: This test need not be given if the child does well on the visual portion of Level II and III tests. However, if requested it can be given to all children.

TEST ADMINISTRATION

LEVEL II

Articulation - Ability to pronounce words correctly.

Behavioral Objective:

--The child will correctly pronounce 2 out of the 3 words having sounds m, n, p, h, w, b, k, g, f, y, ng, d.

Materials

Pencil for scoring.

Specific Directions

Say to the child, "I am going to tell you a word and I want you to say it back to me, 'monkey' (pause) 'hammer' (pause) 'broom' (pause)." If the child does not respond repeat the directions and the word. Listen for each sound emphasized by the word. Circle the sounds not correctly pronounced.

Scoring Criteria

The child must correctly reproduce 2 of the 3 words within a series. Child can miss no more than 4 to pass the test.

LEVEL I

Enunciation - Ability to say a word.

Behavioral Objective:

--When presented with a seven word list the child can clearly say 6 of the 7 words.

Materials

Pencil for scoring

Specific Directions

Say to the child, "I am going to tell you a word and I want you to say it back to me." If the child does not say it correctly the first time repeat the word only once.

Scoring Criteria

Score 1 point for each word clearly repeated. Child must clearly repeat 6 of the 7 words to pass.

TEST ADMINISTRATION

Level IV - Auditory-Motor - Ability to convert oral directions to motor activities.

Behavioral Objective:

--When given oral directions the child can demonstrate his understanding by correctly performing the activity in eight of ten situations.

Materials

a) Pencil for recording.
b) Pictures of a square, rectangle, triangle, circle.

Specific directions

Show the pictures of the square, rectangle, triangle and circle, ask the child to name each one. If the child is not able to name a form tell him what it is. If the child had difficulty naming any of the figures ask the child to find these same pictures on the test sheet. If he readily recognized them proceed with the test. Say to the child, "I am going to ask you to find some things on this picture. Point to the picture I tell you to."

1. Point to a circle inside a square.
2. Point to a square between a circle and a rectangle.
3. Point to a dot above a rectangle.
4. Point to a dot outside of a figure.
5. Point to a circle below a square.
6. Point to a triangle behind a circle.
7. Point to a circle in front of a triangle.
8. Point to the middle row of the page.
9. Point to a dot on top of a square.
10. Point to a dot to the left of a square.

Repeat the directions if the child hesitates or does not understand. Allow approximately 15 seconds per item.

Scoring Criteria

A point is given for each picture correctly identified. Child must score at least 8 points to pass.

TEST ADMINISTRATION

Level IV - Visual Motor Integration

Behavioral Objective:

--When presented with a geometric form the child can reproduce the form correctly--four out of the six forms presented.

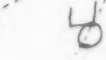
Materials

Pencil

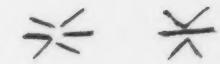
Specific directions

Tell the child, "See this picture, can you draw it in the box underneath?" "Draw each of the other pictures in the boxes beneath them." If the child draws the same form in each box stop him and ask him if the picture he has drawn looks like the one above it. Point to the picture. If he says no, tell him, "Draw a picture just like this (point to one above) one." If the child says yes or hesitates or does not respond let him complete the task as best he can.

Scoring Criteria

Item 1.	a.	A fairly straight line	not:
	b.	At least 1/2 of the line between 20° and 70° (read protractor in clockwise direction)	not:
	3.	No abrupt change of direction	not:
Item 2.	a.	Two continuous, intersecting lines	not:
	b.	Lines angled between 20°--70° and 110°--160°	not:
	c.	Fairly equal length of "leg"	not:
Item 3.	a.	Three clearly defined sides	not:
	b.	One corner higher than others	not:
Item 4.	a.	No more than slight separation of forms	not:
	b.	No major distortions of circle or open square	not:
	c.	Circle and two-cornered square of fairly equal size	not:
	d.	Bisector of circle passing through corner of square must project into the square	not: 

Level IV - Visual Motor Integration

Item 5.	a.	Three continuous, intersecting lines	not: 
	b.	Intersection fairly accurate	not:
	c.	One horizontal and two diagonals	not:
Item 6.	a.	Absence of reversed or "floating" tips	not:
	b.	Sharp points on tips	not:
	c.	No indication of directional confusion	not:
	d.	Fairly equal length of "legs"	not:

LEVEL IV - AUDITORY-VOCAL

TEST ADMINISTRATION

Level IV - Auditory-Vocal - Ability to express orally definitions or descriptions of the selected vocabulary terms.

Behavioral Objective:

--When presented with a statement--(Tell me what a hat is)--the child will, by correctly describing the object, score at least 17 points on the pre-school screening test.

Materials

Pencil for recording

Specific directions

Say to the child, "Tell me what a shoe is." Student will briefly describe a shoe. Record everything the child says and continue with the word list until three consecutive failures are reached. If a child's response is not clear ask child to tell more about it. This is all that you are allowed to say. Mark a Q on the pupil response sheet indicating that a question was asked.

Scoring Criteria

Child may receive 0, 1, or 2 points per item.
The following general scoring guidelines should apply:

2 points: good synonym, major use of the item, exact definition of the item, or classifying the object.

1 point: A vague or inexact synonym (moth--a bug), a minor use (knife--to kill people), use of word in a statement (swing--to swing with), vague definition (castle--a tall building).

0 points: after questioning, obviously wrong answers, no real understanding, very vague.

LEVEL IV - VISUAL-VOCAL

TEST ADMINISTRATION

Level IV - Visual-Vocal

Behavioral Objective:

--When presented individually with four different objects a child can verbally name and/or describe four characteristics of each object.

Materials

a) Ball
b) Block
c) Envelope
d) Button

Specific directions

Hand an object to the child and say, "Tell me all about this." When necessary say, "Tell me more (or something else) about it." If the responses are ambiguous or vague say, "Tell me what you mean." If the child demonstrates say, "Dont show me, tell me." If he repeats an answer say, "You told me that, tell me something else." If he asks a question say, "What do you think?"

Do not solicit more responses when four separate characteristics have been mentioned.

Scoring Criteria

Score a point when any of these things are mentioned:

a. name of object
b. color
c. shape
d. composition
e. function or action (it bounces or rolls)
f. mentions its parts
g. size, weight

APPENDIX C

SUGGESTIONS FOR PARENT-CHILD ACTIVITIES

EARLY CHILDHOOD EDUCATION PROJECT
E.S.E.A. Title III

Suggestions for Parent-Child Activities

Children from typical American families usually acquire most of the skills and information they will need for school entrance during their pre-school years. The rate at which they acquire these skills, however, varies widely, depending upon several factors. For example, girls usually develop faster than boys. The number and ages of brothers and sisters may also influence a child's rate of development. Finally, physical development is different in all boys and girls. The screening has been used to help determine where training and instruction should begin.

If your child did poorly on all or part of the screening, his performance suggests only that his rate of development is slower than other children his age in that particular area or areas. There is no reason to think that he will not ultimately achieve the necessary skills.

If you wish your child to develop further and want him to do well in comparison to other children his age, there are some things you as a parent can do to help his progress. What we have attempted to do is give you suggestions related to each area of the program. You may get other good ideas from your child's teacher; and it is extremely important to use your own imagination. Some things to keep in mind while you do activities with your child: It is important to approach the activity as a game, something that is going to be fun for both of you. If you are worried and anxious about his progress, it may be better to ask a friend or older child to work with him. A child who is simply drilled in a task quickly loses interest and may build up resistance to doing similiar types of tasks in the future. Be alert to times your child is becoming bored or distracted. It is much better to practice

for short periods with his full attention on the task than to force him to complete an exercise or game after he has lost interest in it.

Remember also that rewards for success--in praise or in more tangible form--are extremely important. Any child tries harder when his efforts are rewarded with something that he wants. It is success that builds him toward developing a clear and positive self-concept about his own capabilities, and stimulates motivation toward academic success.

1. Motor Coordination

Gross-Motor Coordination - This refers to the large muscle activities and his general coordination. There are some specific things that parents can do to help in this area.

a. Encourage climbing activities; (within reason, a child is usually more capable than overly cautious parents give him credit for).

b. We are basically concerned about the child's ability to move around in space. An "immobile" child will not learn as well as a "mobile" child. Jumping activities such as hop scotch, jump rope, broad jump, hop, skip, etc., are good activities.

c. Encourage running activities.

d. Encourage walking activities; stress and emphasize arm movements with legs.

e. Encourage other physically arranged games: tag, hide and seek, Simon Says, Captain May I.

f. Encourage skipping activities. Balancing activities, such as walking on a board, a line, or standing on one leg, are good developmental tasks.

g. Look for various types of apparatus that could be used both indoors and outdoors; don't be afraid to visit the playground.

h. Encourage the child to respond with answers that demand more than one word. Wrong: "Did you have a good time playing outside?" Right: "What did you play while you were outside?"

i. Provide experiences with "polar opposite" words such as top-bottom, in-out, on-under, over-under, first-last, out-in, etc. "Where is the top of this paper?" "Where is the top of your head?"

Body Awareness - This relates to the child's self-concept of his own body and some children are in need of developing the naming process of his body parts. It could be done as a game in which the parent points to the parts of their body or the child's body and asks the child to name the part. There are many variations of this type of activity and it is important to the child if he is able to learn the basic concepts of right and left. The child needs to be taught that he has a mid-point of his body, and a left side and a right side. He should know his left side from his right side. Putting a red ribbon around his right leg, arm, etc., is one way of teaching him over a period of time the difference between right and left. There are many other ways of doing it and parents are encouraged to use their own imagination finding out methods that turn this type of activity into a game.

Fine-Motor Coordination - Difficulties in this area relate basically to small muscle or hand coordination development. The primary method of helping this skill along is to give the child specific activities which require development of fine-motor muscles.

a. Encourage tracing and/or drawing activities. Use solid aids, such as cans, covers, blocks, forms, puzzle parts, etc., for the child to "draw around."

b. Put dots or X's on a paper and ask a child to draw lines between them. Make designs or pictures with these squares, circles, diamonds, etc.

c. Small scissors and cutting activities are very important, especially when a child learns to clean up his own mess. Old magazines make good material for cutting and you might give added help with--"Find and cut out all the pictures you can of cars." (Also trees, food, fruit, etc.)

d. Encourage pasting activities. "Now that you have five pictures of cars, paste them on the road that I have drawn."

e. Encourage the child to play "Tinker Toys" type games and activities.

f. Encourage the use of both hands in activities at least until age six. "You drew that real well with your right hand. Now see if you can do the same with your left hand."

2. Auditory Development - Sometimes children with learning problems have difficulty in associating ideas (such as similarities, differences, categorizing concepts, generalizing, etc.) received through the auditory (listening) channel and expressing the ideas vocally. Reading for these children becomes haphazard. These children in the upper grades may try to skip the sound and go directly to the meaning. He may, for example, read look instead of see, big instead of tall, etc.

Work with your child in the following kinds of activities:

a. Following directions--give them directions--in regard to activities--first on a simple level. Then gradually increase the number of directions given.

b. Helping him categorize objects is an important activity.

1. "Tell me all the things you would find in a living room."
2. "Name all the animals you can think of."
3. "Name all the birds you know."
4. "Name all the people who help us."
5. "Name all the things we eat for breakfast."
6. "Name all the sounds you hear at home."

c. Develop the same-different concept.

1. "Do flowers smell alike or different?"
2. "In what way is a car and truck alike-different?"

d. Cause and effect.

1. "What would happen if the sun stopped shining for a long, long time?"
2. "Why do we need cars?"

Discrimination of Sounds - This is the ability to discriminate various sounds and words. Children with difficulties in this area may have trouble learning to read through a phonetic approach.

a. Begin by giving him a sound or word and having your child repeat back the same sound or word.

b. "Tell me if these words are alike or different."

hand	arm	zoo	from	go	hat
foot	arm	we	to	go	sat

c. Do the same thing with nonsense words.

oop	ickle
ap	icle

d. Make the sound of various animals. Have your child guess what animal it is.

e. Give them a word such as Peter Piper (preferably from stories you have read to him) and have him guess some other words which begin with the same sound.

Auditory Memory - This is the ability or difficulty in remembering things you hear in the proper order or sequence.

a. Have your child repeat back letters and numbers in a sequence.

b. Start with one or two sounds. Have them repeat back each sound.

c. Have them repeat back exactly simple sentences.

d. Utilize clapping patterns. Have child repeat the pattern, such as loud-soft-soft-loud.

e. Tell simple stories and have the child recall the events in sequence.

3. Visual Development

Figure-Ground - This deals with the ability to visually discriminate figures against a complex background.

a. Object differences. Using magazines and pictures, etc., have the child do such things as: "Point out the big house on the hill across the street." "Point out the doll in front of the house."

b. Form differences. Teach them to distinguish forms such as a square, circle, triangle. Have them do such things as: "Point out the square things in the room, point out the round things in the picture."

c. Trace two or three dimensional forms with fingers and trace objects on paper.

d. Hide figures by drawing heavy lines over pictures. Have child trace figure or object that is hidden. Also overlap various figures.

e. Utilize puzzles as an activity and especially those with a ground figure contrast.

Visual-Motor Integration - The process of visual-motor integration is very complexed--with many areas which might possibly need development, however, there are some general suggestions of items and activities that can be performed with the child that might improve his functioning in this area.

a. Encourage the reproduction and copying of designs, symbols, letters, etc. Begin with simple designs such as squares, boxes, etc. and move to symbols and letters.

b. Encourage writing or drawing with a finger in sand or "in the air" on paper, on cloth, etc. By using the finger you are also using the feeling process which tends to reinforce the imprint on the brain.

c. Encourage peg-board activities.

d. Encourage threading activities such as beads, buttons, sewing, etc.

e. Encourage tossing and throwing activities at targets such as bean bags, etc.

f. Encourage sorting activities. Pick up objects, such as buttons, color objects, poker chips, pennies, etc., and have the child sort them.

g. Encourage puzzle type activities, however, make sure that he is capable of handling the puzzles. Gradually have him move to more difficult puzzles as he progresses in this skill.

h. Teach the child the simple geometric forms, both two dimensional and three dimensional. (Circle, square, rectangle, diamond, triangle, ball, box, etc.) Also, help the child work in trying to reproduce these in written form. However, avoid having him work on anything that is too difficult such as a diamond which is a seven year old task. A child of five or six should be able to do a triangle that has three sides and connects at the ends. However, a child from five to five and a half years old will have some difficulty in doing this. Crosses and squares are some of the other items that can be worked on.

4. Vocal Development - Vocal development deals with the child's vocabulary development and his development in the ability to communicate his thoughts to others. In order to do this the child must be able to understand words given him. It is not enough that he knows what an object is used for or where it is found, he must be able to assign a name to it. The greatest secret to helping your child develop in this area is patience. Too often when a young child must search for the right word to express himself, parents supply the word for him, or they may even tell him to wait and talk to them later when they have more time to listen. Be sure to listen patiently to your child. You'll help him learn to find the right word and to feel pleased with his own ability to communicate. This is the primary method of teaching--listening to children, which is a skill in itself. Next time he uses that particular word his searching time will decrease and the word will soon be a part of his regular vocabulary. Here are some specific suggestions:

   a. Help the child use different descriptive terms ("Yes, Susie, that is a big tree and it's not only big, but it is huge, immense, and gigantic too.")

   b. Encourage the child to talk. This could be done through your questions. "What else happened?" "What did it look like?" and "What else did you notice?"

   c. Encourage the use of abstract words as well as concrete words. Concrete words label "solid" objects as tree, dog, house, cat, etc., while abstract words label concepts, ideas, activities, etc., such as happiness, honesty, horror, play, etc. The abstract words need more attention, more examples, more exposure, than concrete words. Most children pick up the concrete words but when they have a limited amount of abstract words they tend to misinterpret them in the communication process.

   d. Encourage the child to classify objects. Watch for opportunities such as grouping an apple, an orange, and a banana and using the question, "What do we raise in gardens?" "Which of these can we taste; bells, thunder, clock, cake, stones, cookies?" (Substitute hear; see, touch, kick, etc.)

e. Encourage the child to tell and retell stories, (original, and others, fairy tales, nursery rhymes). "Tell me about the three bears." "Tell me a story about a big brown bear." "What would you like to do if you saw an elephant in our backyard?"

f. .Read as much as possible to the child.

g. Show the child pictures and ask him to make up a story.

Articulation - Parents need not be overly concerned if this area indicates a need for more training. Many minor articulation difficulties go away without the need for any speech therapy. During kindergarten the speech therapist is mostly concerned with children who are highly difficult to understand or speak unintelligibly. Patience with the child who has minor difficulties plus occasional correction of words is the best approach for parents at this age.

5. General Information About Learning - There are thousands of activities that can increase your child's fund of knowledge. Television certainly has its place in the life of a child. So do the stories you read to him and picture books he looks at. Excursions to beaches, parks, museums, art gallerys, and factories can be real trips of discovery to the child. It is important to discuss these kinds of trips within the family and what they mean to the child. They also tend to teach him recall of facts and experiences. Even a walk to the neighborhood school and playground can expand his world. Let him be your guide on the way home for an example. He can then soon learn to direct you to and from school, the market, a friend's house, etc. From such simple activities as this he will learn to pay attention to details in his environment and respond to them.

Children need to make judgements and to see "cause and effect" relationships especially when presented with everyday practical situations.

There are two general approaches to help children in this area. The first is to help them to recognize "cause and effect" relationships in their everyday life. The second is to get them to solve problems verbally. Some specific suggestions are:

a. Ask them questions that require a judgement, such as "What would you do if you lost your coat on a very cold day?" or "Why do you wear socks?" "Why do we need cars, railroads, etc.?"

b. Give them a problem to solve, such as:

   1. "If you found a pocket full of money, what would you do?" "Why?"

   2. "If you lost a shoe in the neighborhood, what would you do?"

   3. "What would you do if you got lost in a department store?"

c. Tell why and how certain things happen, such as "Why an umbrella stops rain?" or "How to wash your face."

Number Concepts - The child is not born with quantitative or numerical understanding. It is something that he must learn through experience and association, usually with the parents or other children. He can be helped in this area by giving tasks and offering opportunities that increase his numerical understanding.

APPENDIX D

Child is Identified as Pre-Kgn
Child is Screened
Profile Developed
Data to Teacher
Example Child at Level III Auditory Obj. 5
Teacher Goes to Prescriptive Guide
Child Needs Auditory Training
Yes
Teacher Goes to Auditory Choice of Activities